

## PSY 4372: Assessment, Treatment, and Consultation in the Practice of Forensic Psychology

**Kelly R. Goodness, Ph.D.**  
*Clinical and Forensic Psychologist*  
Web Site: [www.drgoodness.com](http://www.drgoodness.com)  
E-mail: [goodness@sprintmail.com](mailto:goodness@sprintmail.com)  
Office Phone: (817) 379-GOOD

**Semester:** Spring 2007

**Class Location:** Green Hall 4.301

**Class Time:** Friday, 2:30 – 5:15 PM

**Teaching Assistant:**

Rebecca Krznarich

[rgk041000@hotmail.com](mailto:rgk041000@hotmail.com)

### Course Description:

The focus of this course is on examining the relationship between the practice of psychology and the functioning of the legal system. The course surveys many aspects of the practice of clinical forensic psychology including assessment, treatment, and consultation services. Practical clinical issues will be highlighted as well as the relevant aspects of the law. In fact, the course will be *heavily weighted towards law*. The student will obtain an appreciation for the many and varied ways psychology can assist, influence and interact with the legal system. Special emphasis is placed on ethical issues in forensic practice. The course introduces the student to various career opportunities in forensic psychology. In addition, students will be exposed to a variety of professionals who hail from disciplines whose work complements, utilizes or depends on forensic psychology.

### Course Objectives:

1. To recognize the value and necessity of high standards of accountability in forensic practice, academics and life in general.
2. To understand that there are no excuses – only problems that affect people’s lives.
3. To survey the major areas of interest shared by psychology and law.
4. To explore a variety of psycho-legal issues from the often conflicting viewpoints of the psychologist and the lawyer.
5. To describe the various roles that psychologists play in the legal system and discuss the ethical issues associated with those roles.
6. To describe the relationship between legality and morality and apply it to such legal/moral issues as the death penalty, sentencing disparity, and attorney ethics.
7. To discuss some of the major ethical dilemmas faced by mental health professionals working within the legal system.
8. To become familiar with **statute and case law** as it impacts the mental health practitioner.
9. To be introduced to the multitude of ways that the forensic clinician can contribute constructively to the legal process.
10. To be introduced to various career opportunities in forensic psychology and the law.
11. To become aware of the multitude of other disciplines with which the forensic psychologist interacts and often counts on in producing their work.

### UTD Psychology B.A. Program Sub-Goals Included in Course Objectives

- 1.1 Describe and explain the nature of forensic psychology as a scientific discipline.
- 1.3 Describe, apply, and analyze five selected content areas within forensic psychology.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.3 Use creative thinking to address psychology-related issues as they pertain to the law.
- 4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).
- 4.2 Demonstrate effective oral communication skills in various context (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).
- 5.2 Identify appropriate applications of psychology in human service, education, and legal arenas.
- 5.3 Demonstrate how psychological principles can explain social issues and inform public policy.

### **Forensic Psychology Definition:**

Forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system. The word "forensic" comes from the Latin word *forensis* meaning "of the forum," which was where the legal courts of ancient Rome were held. Today, forensics refers to the application of scientific principles and practices to the adversary process where especially knowledgeable scientists play a role.

### **Required Text:**

Bartol, C. R. & Bartol, A. M. (2004). *Introduction to Forensic Psychology*. Thousand Oaks, CA: Sage Publications.

### **Drop Policy:**

Beginning in Fall 2004, students who withdraw from a course prior to Census Day will not have that course listed on their transcript. Through the fourth week of class, students must complete a drop form (signed by their advisor and instructor) and a grade or "W" (withdrawn) will appear on the transcript. During the fifth through ninth weeks, in addition to the advisor and instructor signature, the form will indicate the instructor's determination of "WP" (withdrawn passing) or "WF" (withdrawn failing). After the ninth week, students may petition to drop a course for non-academic reasons. Refer to the current UTD Catalog for more details.

## **GRADING**

Grades are posted on WebCT as soon as they are ready. **Do not** email me or the teaching assistants about when the grades will be posted, as they will be there as soon as possible. UTD utilizes a thirteen point grading scale, consisting of a letter grade, as well as the option of a plus or minus. When appropriate, I will add a plus to a grade (i.e.: 95 is an A, but 98 is an A+). However, I do not use a minus for any grade. My application of this system rewards those students who put forth excellent effort. **No portion of your grade is negotiable.**

Test 1	= 20%
Test 2	= 20%
Final Exam	= 20%
Court Summary	= 20%
Total Participation	= 20%

### **Tests:**

- **DON'T MISS AN EXAM!** Make-up exams are very rarely given and will be given only if: (a) you were seriously ill and have documentation from a physician, or (b) you were detained the day and time of the exam (e.g., arrested or car accident on the way in), or (c) you made arrangements prior to the exam to attend an urgent family affair (e.g., funeral). In any of these cases, you must notify the professor in advance of the scheduled time of the exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive an F. It is the student's responsibility to make sure that an exam is made up within one week of the scheduled time. Beware, make-up exams are designed to be more difficult to compensate for having more study time.
- You need to bring Scantron Form 229630 for all of the tests, which are always multiple choice. The form is pink and it has room for 100 questions on the front. They are available at Off-Campus Books for free and are available at the UTD Bookstore for \$0.35.
- No one will be allowed to enter the room to take the test after testing begins. **No exceptions.** Thus, be on time if you wish course credit.
- All lectures, including those by guest speakers, and all reading assignments are used for test construction.
- Fair Warning: I try hard to make this course both interesting and fun for students. But ... you should know that the course is not an easy "A" and requires that you keep up with the assignments if you are to even pass, much less get a good grade.

### **Participation:**

Participation grades are comprised of points for each class attended and points for the written assignments. If for whatever reason you are rarely in class, your participation score will also be "rare," so to speak. This is a score that should be taken **seriously**. Participation grades will be derived as follows:

Class participation is worth a good portion of your grade. Participation grades are comprised of points **for actual participation** in class discussions and activities. If for whatever reason you are rarely in class, your participation score will also be "rare," so to speak. This is a score that should be taken **seriously**. Participation grades will be derived as follows:

- ✓ Attendance of the ten possible lecture classes (1<sup>st</sup> class, free days, holidays, exam days do not count) = five points per lecture class attended = 50 points
- ✓ In class participation = 20 points (zero if you do not actually participate) **Credit corresponds to actual participation**; I should know who you are by the end of the semester, though it should not just be because you have been a problem ...
- ✓ E-mail assignment = 5 potential points (score depends on quality and can range from none to full points)
- ✓ Ice Man Assignment = 25 potential points (score depends on quality and can range from none to full points)

Total Points = 100

In -Class Discussion and Participation: In order to obtain the points for class participation, you must enter class discussions and/or ask questions in class. Learning is an active process. If you are shy, this is an opportunity to practice speaking in public. I should know who you are by the end of the semester – for good reasons, not bad reasons!

Attendance: Attendance is mandatory if you wish to succeed in this course. The lectures are intended to supplement the reading assignments from your text. As such, **there will be much material covered during each lecture that can only be gleaned from being an active participant**. Role will be taken each class period. It is YOUR responsibility to be on time and to be present throughout class. The role will be randomly taken from either the beginning of class or the beginning of the second half of class so as to ensure accuracy. The role sheet will not be made available to students who are tardy. Assertions that you attended class on a day that you failed to sign the role will be in vain. There are **no excused absences** other than those defined by university policy regarding religious holidays. Missing one class will not materially harm your grade, missing multiple classes will and you will have to decide what is important.

E-mail Assignment: Credit for the satisfactory completion of this assignment will be provided in your final participation grade. You will only have one email assignment this semester which should address the following points:

- ✓ Has this course changed the way you think about forensic psychology? If so, how?
- ✓ What questions has this class generated in your mind?
- ✓ What do you wish you could have learned from this class? What would you like to see added?
- ✓ How might you apply or use the knowledge that you gained in this class once the class is over?

The following rules apply to the email assignment:

- **Due April 20, 2007**. Late assignments will receive zero credit. All assignments are due by midnight on the specified due date.
- The assignment must be sent as a Microsoft Word attachment and the text should **also** be placed in the body of your email. This allows me to grade it with my Tablet PC.
  - ❖ If you do not have Microsoft products on your personal computer, you have the option of using one of the computer labs on campus.
  - ❖ Do not submit any assignments in WordPerfect, Notepad, WordPad, or any format other than Microsoft Word. I will not attempt to convert other formats to Word, so if it is not in Word format the assignment will receive zero credit.
- The subject line of the assignment shall read: "Forensic Psychology Course: Email Assignment"
- E-mail Assignments will be a minimum of 500 words. This is an essay assignment, not "a note to my instructor." Thus, the content of your writing, your grammar, spelling, and writing ability will be considered when your grade is assigned.
- Assignments that cannot conform to all of the above specifications will receive zero credit. As I always stress, your attention to the detail is important.

Ice Man Video Assignment: The Ice Man videos will be shown in class per the schedule. If you miss class that day, it is your responsibility to rent these videos (if they are available) and view them. This assignment is tied directly to the lecture regarding psychopathy, and your notes from that lecture should be the basis for this assignment.

- **The written assignment will be turned in and discussed during class March 2, 2007**
- After watching the Ice Man videos, address the following in a written document:
  - Compare and contrast the Ice Man's life and presentation with each item from the Hare Psychopathy Checklist presented during the psychopathy lecture.
  - Do you think the Ice Man is a psychopath? Why or why not. Use specific examples to frame your opinion.
  - What was your overall impression of the Ice Man, and of these videos?

- This written assignment will be used in a class activity.
- The written assignment must be typed, organized, address the points above and you must be present in class for the discussion in order to receive full credit for this assignment. Submission of the written assignment without participating in the class discussion will not result in full credit.
- The written assignment can be done in a list or bulleted format so long as it is well organized and includes your rationale for your ratings.
- There is no minimum word requirement and this assignment **should not be submitted via email as it will be taken up in class.**

### **Court Summary:**

You will be required to observe an actual felony trial in any court for a minimum of four hours. The experience must be with an actual *trial* and not simply a plea bargain, jury selection, or court hearing. You are to write a summary of your observations and we will discuss your experiences in class.

- **The written assignment will be turned in and discussed during class March 23, 2007.**
- Assignment is *due* no later than March 23, 2007.
- The essay is to be a minimum of 750 words and this assignment **should not be submitted via email as it will be taken up in class.**
- This written assignment will be used in a class activity.
- **Identify the court, date, time, case, and offense charged so your attendance can be verified.**
- Compare & contrast what you observed in court with the way you thought it was conducted prior to attending an actual trial.
- Discuss what was most salient to you about the experience.
- The above two bullets are the focus of your essay. The focus should not be what the person did or just the facts of the case. I want to know about your experience.
- I encourage you to complete this assignment early as some students have run out of time in the past and their grades have suffered or they have failed the class as a result. **It is your responsibility to locate the place and time of an appropriate case.**
- Check [www.drgoodness.com](http://www.drgoodness.com) for links to local courts

### **Respect and Stuff:**

Below are a few points that will make us all happy if observed:

- You may wonder why I am strict (and I *am* strict) about following the rules and specified formats of assignments. Life is filled with instructions and rules. Those who pay attention to the requirements of a task, including the details of the task's instructions and the minutia of it's rules, get further in life, experience less frustration, and irritate others less. So, I urge you to review this document prior to completing any part of the course requirements so that you will receive full credit for your work.
- I am laid back and sarcastic in a hopefully amusing sort of way. This apparently leads some students into thinking I do not mind if they are late or leave early. **WRONG.** I drive 1 to 1 ½ hours to teach and an hour back to the office. If I can be on time, so can the students. Period. Also, we will have a number of guest lecturers and it is extremely disrespectful for students to walk in late or leave early when these professionals are giving up their time and likely billable hours to share their knowledge for free. Late students **WILL NOT** be tolerated. If your schedule makes being on time to this class difficult, it is **NOT** the course for you to take this semester.
- Do not page me. Several semesters ago I was in a critical session when a student paged me to ask what would be on the test. Bad, bad, ... bad idea. During the next semester, I was paged by a student who entered "911" after her telephone number indicating that it was an emergency page. I was on an airplane and had to use the airplane telephone to return what I thought was an urgent business call. Those phones charge \$10 to begin the telephone call and also charge \$5 per minute. She wanted to know if she could delay taking the test that was scheduled the next day, as she was moving and had not had time to study. I cannot overstate how uncool this was.
- I cannot believe this needs to be said, but experience tells me it does: Do not gather your belongings until dismissed by me, as you are being disrespectful if you do so and you may embarrass me in front of a guest speaker and then I will be UNHAPPY. We do not want me to be unhappy.

- Periodically, I will post messages for students on the bulletin board of WebCT or through email. Any corrections to the schedule, suggestions, or additional information will be found on the bulletin board. Check it often!
- Any emails that you receive from me will be sent to your official UTD email address. **Any emails you send to me** should be sent to [goodness@sprintmail.com](mailto:goodness@sprintmail.com).
- I provide my office telephone number on the first page of this syllabus as an alternate method for you to contact me when the need arises. This is not the way to contact me to ask if I've graded your assignment or to tell me that you will not be attending a lecture – as I stated before, email is the best way to contact me. Please be respectful to my office staff when they answer the telephone, as it is a business and they are professionals. If I am unavailable, they will relay a message.
- This course will be far more interesting to you (and your questions more interesting to the rest of us) if you read the assigned material prior to the lecture. This course is interactive, and therefore requires you to keep up with the reading assignments if you are to get the most out of our discussions. In addition, students who do not read the assigned material irritate the instructor – and that is a bad thing ☹.

### **Schedule:**

The scheduled guest speakers are practicing clinicians, attorneys, or professionals. It is likely that their unanticipated scheduling difficulties will require us to adjust our schedule. In addition, I reserve the right to alter topics as time constraints dictate. Translation: *The schedule will change.*

### **Lectures:**

- This is a Senior Level class. The book is a very easy read. Lectures will frequently NOT correspond to the assigned book chapters, but will instead complement what should be learned from your chapter readings. Students are encouraged to ask questions in class regarding the chapters, even if the chapter material is not covered.
- Assigned chapters will always be on the test even if not discussed in class.
- All lectures, class discussions and videos will be on the tests.
- Regardless of what the assigned chapters cover, lectures will generally regard the topics in bold face.
- I reserve the right to completely change the topic lineup. Grades however, will continue to be calculated as first outlined regardless of how the covered topics change.

## **Guest Speakers**

**Allen Childs, M.D.** – Allen Childs, M.D. is the Chief Psychiatrist of the Multiple Disabilities Unit at North Texas State Hospital at Vernon and is Associate Professor of Psychiatry at U.T. Southwestern Medical School. A psychiatrist for 36 years, he has focused his efforts on the behavioral consequences of traumatic brain injury. He has published 26 articles in that area and also on such subjects as transsexualism and narcotics addiction. His work with retarded persons has led to his participation in 20 death row appeals. Dr. Childs has begun clinical trials of 100 cycle electrical stimulation for explosive, assaultive retarded patients who have failed to respond to psychoactive medications.

**Derek A. Adame, J.D.** – Derek A. Adame has been licensed to practice law in the State of Texas since 1994. Since 1998, he has practiced criminal defense exclusively in Denton County, Texas, representing hundreds of accused individuals in this county's criminal courts. Mr. Adame served as an Assistant District Attorney for Harris County (Houston), Texas from 1994 to 1997. He graduated from the University of Texas School of Law in 1994. During his years at UT Law, he served as a member of the American Journal of Criminal Law and was inducted into the prestigious Board of Advocates.

**Jerry Cobb, J.D.** – Jerry Cobb has been licensed to practice law in the State of Texas since 1968. He is a former Denton County prosecutor who is now in private practice. He is Board Certified in criminal Law. His areas of practice include criminal, civil and personal injury.

**Kristi Compton, Ph.D.,** - Dr. Compton practices forensic and family psychology in Dallas. She graduated 1999 from Wichita State University, Clinical Psych. Forensic/Psych Internship, Ulster County, New York; Clinical Director- El Dorado Maximum Security Unit, El Dorado Kansas, 1999-2001, Clinical Supervisor South Central Mental Health Center, 2001-2003. Private practice, Wichita Kansas 2001-2003, Private Practice, Dallas, 2004 to present.

**Michael C. Gottlieb, Ph.D., F.A.F.P.** - Dr. Gottlieb practices forensic and family psychology in Dallas. He is Board Certified in Family Psychology and is a Fellow of the American Psychology/Law Society. He is a Clinical Associate Professor at The University of Texas Southwestern Medical School and an Honorary Clinical Professor at Texas Woman's

University. He is a Past-President of the Dallas and Texas Psychological Associations, The American Board of Family Psychology and The Academy of Family Psychology. Recently he completed terms on the American Psychological Association's (APA) Committee on Professional Practice and Standards and the APA Ethics Committee. An active scholar, Dr. Gottlieb writes on applied ethics and the psychology/law interface. He is the Editor of Family Law Psychology Briefs and is an Editorial Board member of six other scholarly journals. He has written or co-written thirty peer-reviewed articles and book chapters, presented over seventy-five original professional papers and given over eighty-five workshops locally, nationally and internationally.

**Robin Neely, LMSW-ACP, LMFT** - Robin Neely worked at Terrell State Hospital on the Child/Adolescent Unit (including the Adolescent Specialty Program) from 1996-2000. There, she designed and implemented programs as well as provided extensive therapy to adolescent patients and their families. Ms. Neely has been with an area school district from 2000 until present as part of a program called Student/Family Support Services which serves special education students and their families. She is in private practice in Plano and currently co-facilitates a support group for adult women who experienced sexual abuse in their childhood.

**Angie Parsons, B.A.** – Ms. Parsons has a Bachelor of Arts degree in English and certification in Secondary Education from Midwestern State University. She has worked nine years as the rehab supervisor, treatment team member, and case manager on the Behavior Management Treatment Program, specializing in the treatment of stimulus seeking, dangerous, treatment resistant, forensic patients on the only locked down rehab program within the maximum security forensic hospital. In other words, Ms. Parsons works with a population that is too dangerous to leave the building and she must provide programming for the patients. She has been involved in staff training and has given hospital wide presentations, as well as a case study presentation at the 2000 Texas Forensic Conference with Dr. Kelly Goodness...yadda yadda yadda

**Murray Parsons, M.A., LPC** - Mr. Parsons has over eleven years experience treating persons with varied psychological and behavioral pathologies at the North Texas State Hospital Forensic facility. He has specialized in the development and implementation of Dialectical Behavior Therapy for the treatment of Borderline Personality Disorder and has presented on this topic across the state. He engages in Dangerousness Risk assessment and Dangerousness Management planning for a mentally ill population whose primary behavioral coping strategy is violence. He is a Licensed Professional Counselor with experience in private practice and is contracted with the National Multiple Sclerosis Society to provide services for victims of this disease. He has further experience with "T-Group" seminars in the North Texas and Kansas City areas. He is an adjunct instructor in Psychology for the Vernon College.

**Holly Scott, MBA** - Holly Scott holds an undergraduate degree in Civil Engineering from Vanderbilt University and a MBA in Finance from SMU. She spent 10 years in the fields of corporate finance and marketing. Holly spent the next 10 years as a community volunteer chairing a variety of fund raising activities for nonprofit organizations. Holly is currently a volunteer with The Family Place and pursuing a graduate degree in Psychology at Amberton University. She has a special interest in psychological research in the areas of police interrogations and eye witness accuracy. Holly is married to an attorney and has two daughters.

## Schedule

Lectures will frequently NOT correspond to the assigned book chapters, but will instead complement what should be learned from your chapter readings. Students are encouraged to ask questions in class regarding the chapters even if the chapter material is not covered. This schedule will change, but test dates will remain the same.

# The actual Schedule will be distributed separately in class.

Week	Topic	Chapters	Guest Speakers
1: January 12	<ul style="list-style-type: none"> <li>➤ <b>Introduction to Forensic Psychology, its Careers and This Course</b></li> <li>➤ <b>Overview of the Legal System</b></li> <li>➤ <b>Federal Rules of Testimony</b></li> </ul>	1	
2: January 19	<ul style="list-style-type: none"> <li>➤ <b>The Nature and Method of Forensic Assessment</b></li> <li>➤ <b>Forensic Psychologists: Roles &amp; Ethical Issues</b></li> <li>➤ <b>The Ethics of Being an Attorney: Upholding the Constitution</b></li> </ul>	9	
3: January 26		10	
4: February 2		8, 11	
5: February 9	Test - 5 chapters		
6: February 16		2	
7: February 23		5	
8: March 2		4	
9: March 9		3	
10: March 16	Test - 4 chapters		
11: March 23		13	
12: March 30		7	
13: April 6 Good Friday		6	
14: April 13		12	
15: April 20			
16: April 27 Final Exam	Final Exam - 4 chapters		

## **Syllabus Addendum**

Each student in this course is expected to exercise independent scholarly thought, expression and aptitude. This addendum to the course syllabus is provided to assist you in developing and maintaining academic integrity while seeking scholastic success.

### **General Comments:**

- All academic exercises (including assignments, essays, laboratory experiments and reports, examinations, etc.) require individual, independent work. Any exception(s) will be clearly identified.
- Be sure your name or identifying number is on your paper.
- Complete and turn in academic exercises on time and in the required format (hardcopy, electronic, etc.).
- Retain confirmation of document delivery if submitted electronically.
- Retain all research notes and drafts until the project or assignment has been graded.
- Obtain written authorization from your instructor prior to submitting a portion of academic work previously submitted for any academic exercise. (This includes an individual or group project submitted for another course or at another school.)

### **Essays and Significant Papers:**

Be prepared

- To present periodic drafts of work in process
- To correctly and completely reference all sources of information using the citation format prescribed
- To turn your completed assignment in timely and in the prescribed manner (electronic, hardcopy, etc.)

### **Examinations:**

Be prepared

- To leave all personal belonging at the front of the room or other designated location (this includes cell phones, turned off of course, and beverage containers)
- To present your UTD Comet Card
- To remove your cap or hat
- To remove the batteries from any electronic device (e.g. calculator)
- To exchange blue books or bring them early as required
- To change seating
- To sign out when exiting the testing room
- To be escorted for lavatory use

All episodes of suspected scholastic dishonesty will be reported according to University policy. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the University, policies on scholastic dishonesty will be strictly enforced. Penalties that may be assessed for scholastic dishonesty may be reviewed in *Subchapter D. Penalties* at <http://www.utdallas.edu/student/slife/chapter49.html>.

Judicial Affairs  
U. T. Dallas  
4/05